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THE PUBLIC SCHOOL SUPERINTENDENCY IN TEXAS.

BY- STOKER, W. M.

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A QUESTIONNAIRE STUDY OF THE 1030 TEXAS PUBLIC SCHOOL SUPERINTENDENTS WAS CONDUCTED IN THE SPRING OF 1967. THE DATA FROM THE 800 QUESTIONNAIRES UTILIZED ARE SHOWN IN 39 TABLES. THE QUESTIONS WERE DEVISED TO ACQUIRE DATA CONCERNING (1) SIZE OF SCHOOLS, CLASSIFICATION OF DISTRICT, AND TENURE OF THE SUPERINTENDENT, AND (2) ASPECTS OF THE SUPERINTENDENCY RELATING TO EXPERIENCE, ROUTE TO THE SUPERINTENDENCY, SALARIES EARNED AND OPINIONS OF EARNED SALARIES, AND SELECTED PROFESSIONAL ORGANIZATIONS. IT WAS FOUND THAT THE MEDIAN SCHOOL CONTAINED 655 STUDENTS AND THAT MOST DISTRICTS WERE CLASSIFIED AS RURAL. NINETY-NINE PERCENT OF THE SUPERINTENDENTS WERE MALE WITH A MEDIAN AGE OF 47. THE AVERAGE SUPERINTENDENT HAD BEEN A SUPERINTENDENT FOR NINE YEARS, WAS A B UNDERGRADUATE STUDENT IN THE SOCIAL SCIENCES, AND HELD A MASTER'S DEGREE IN EDUCATIONAL ADMINISTRATION. HE PROBABLY HELD POSITIONS AS A SECONDARY SCHOOL TEACHER AND PRINCIPAL BEFORE BECOMING A SUPERINTENDENT. HE RECEIVED A MEDIAN ANNUAL SALARY OF $12,000 AND PROBABLY BELONG TO TSTA OR TASA AND TO NEA. HE LIKED BEST THE FEELING THAT HE WAS OF SERVICE IN EDUCATING CHILDREN. AREAS OF SUGGESTED RESEARCH INCLUDE--(1) SCHOOL DISTRICT ORGANIZATION, (2) ADMINISTRATIVE BEHAVIOR, (3) THE RELATIONSHIP OF BACKGROUND TO ADMINISTRATIVE BEHAVIOR, (4) NONMEMBERSHIP IN PROFESSIONAL ORGANIZATIONS, AND (5) SUPERINTENDENT ATTITUDES. (CC)

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W. M. Stoker

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by the
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He has published several articles in professional journals and co-authored The Elementary School Principalship in Texas in 1966.

His B. A. and M. A. were from Baylor University and the doctorate from the University of Houston.

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John Miller of the Data Processing Center, West Texas State University, provided the skill and work in transforming the data from the questionnaires to intelligible tables. Mr. Miller worked under the direction of Durwood Henderson.

Karla Brown was the typist for the manuscript.

Thanks should not be overlooked to the more than eight hundred very busy school superintendents who took the time to complete the questionnaires.

The narrative accounts, inferences, and conclusions are from the author and do not necessarily represent the Texas Association of School Administrators.

The author prepared the questionnaire through question #50. Items 51-88 were compiled by Richard Romoser and Lee Morrison of Clarion (Pa.) State College. Minor revisions in the questionnaire were made by the Executive Committee of TASA. L. Jack Edmondson was the District IX Committee member.

Robert Splawn proof read the copy and made several good suggestions

for improvement.

It is hoped that this study will be of benefit to the teaching profession and to the one thousand important people, the public school superintendents of the state.

W. M. Stoker

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CHAPTER I

BACKGROUND OF THE STUDY

I. THE PROBLEM

The public school superintendent occupies one of the most important positions in his community. This role is continually changing and needs to be assessed periodically. Observers often think they know the status of a position, but upon careful analysis situations are often not what they seem.

A status study is not the most sophisticated type of research but it is necessary to know where you are going. Hence, this type of study is important and should contribute something to the growing body of knowledge in educational administration.

The tables will present the facts, as revealed by the computer, without any alteration. The author will, however, take the liberty of analyzing the data and drawing inferences and conclusions in an admittedly subjective manner.

There have been several studies of the superintendency in Texas; however, the author believes this is the first time a study has been made involving all, not just a sample, of the superintendents.

II. THE PROCEDURE

The author worked over a period of one year devising a questionnaire that would be short and clear enough to be answered and sufficiently long

to acquire needed data. This questionnaire was read and criticized by several staff members and graduate students in educational administration at West Texas State University.

Two educational psychologists, Richard Romoser and Lee Morrison, suggested acquiring data concerning superintendents' attitudes toward teaching, discipline, and student behavior. Items 51-88 were designed to provide some information in these categories. The author hopes to be able to compare these results with the responses of a randomly selected group of teachers. Drs. Romoser and Morrison believe the results may be quite different.

The Executive Committee of the Texas Association of School Administrators studied the questionnaire and made some good suggestions. Jack Edmondson of West Texas State University served as liaison between the author and the Executive Committee.

The questionnaire was printed by TASA and mailed to all 1030 public school superintendents active in Texas during the spring term, 1967. Approximately nine hundred questionnaires were returned. However, some were returned too late to be included, and a few were unusable for a variety of reasons. A total of 800 questionnaires were utilized in the study. This represents almost eighty percent of the superintendents, and, it is believed to be a highly significant sampling of this group. This would mean that the data presented can be interpreted with a high degree of probability to represent the entire body of school superintendents in Texas during the school year 1966-1967. Sending follow up questionnaires to those not responding was not possible since the

questionnaires were not identified.

III. LIMITATIONS

This study is entirely limited to the questionnaire returns with the well known limitations. Although this device has often been maligned, certain information can only be obtained in this manner.

The report assumes all items were answered forthrightly and honestly. There could be no conceivable reason to expect otherwise since the questionnaires were anonymous and no superintendent had to respond unless he desired to do so.

A much longer instrument could have been used to acquire literally hundreds of additional items of information concerning the superintendent and his activities. Since superintendents are very busy, the questionnaire was kept short, and every effort was made to make it possible to complete in a few minutes.

It is hoped that this study will not be considered by anyone as the last word. Instead, it should be a beginning point, and many other studies relating to the school superintendency should be made.

CHAPTER II

GENERAL INFORMATION

The purpose of this section was to determine the sizes of schools, classification of the districts, and tenure of the superintendents. Later, these data will be correlated with other factors.

Enrollment in the entire school. Table I indicates the sizes of the districts among the eight hundred represented by the responses. This indicates a median school district of approximately 655 students. Although most school districts have been getting larger during the past few years, these data show the median sized district in Texas was quite small.

Classification of the district. The data in Table II showed the majority of the school districts were classified as largely rural. This information can be misleading unless one recognizes that this large number of districts represent a relatively small number of students. In other words, whereas the majority of the districts are quite small, most of the students are probably in the districts classified as urban.

Tenure as a superintendent. Superintendents often think of their positions as not offering the promise of long tenure. Tables III and IV show the length of tenure as a superintendent and as a superintendent in the present assignment. The median years of experience was approximately nine years. Table IV shows that the median number of years in the present assignment was about four and a half. Unfortunately, these data do not

TABLE I

ENROLLMENT IN ENTIRE SCHOOL

	Number	Per cent
99 or less	34	4.3
100-299	184	23.0
300-499	130	16.3
500-999	166	20.8
1000-1999	137	17.1
2000-4999	96	12.0
5000-9999	25	3.1
10,000-19,999	21	2.6
20,000 and over	7	.9
TOTAL	800	100.0

TABLE II

CLASSIFICATION OF DISTRICT

	Number	Per cent
Largely agricultural and rural	456	57.0
About evenly divided between urban and rural	190	23.8
Mostly urban	123	15.4
Other	27	3.4
No response	4	.5
TOTAL	800	100.0

TABLE III

TENURE AS A SUPERINTENDENT

	Number	Per cent
One year	75	9.4
Two years	62	7.8
3-5 years	133	16.6
6-8 years	111	13.9
9-11 years	82	10.3
12-19 years	155	19.4
20 or more years	177	22.1
No response	5	.6
TOTAL	800	100.0

reveal the relative stability of the superintendency compared to other school positions.

Over twenty-three per cent of the superintendents have been in the present position twelve or more years. It may also be significant that almost eighteen per cent are in their first year in their present superintendency.

Sex of the superintendent. As any observer would know, almost all school superintendents are men. Table V shows that ninety-nine per cent are male. Only five superintendents from the 800 reporting were women. These female superintendents were probably from small districts where the elementary school was the basic organization. In other words, these few listed as women superintendents were likely serving as elementary school principals. This means that a woman has almost no chance of becoming the top administrator.

Although the practice of considering only men for superintendencies is firmly established, it raises the question of fairness to the female sex. It seems that women of outstanding leadership ability should be considered when superintendents are selected.

Age of the superintendent. The median age of the superintendents is forty-seven. Only 7.8 per cent were under thirty-five, and 10.2 per cent were over fifty-nine. A further analysis of Table VI shows the vast majority were between thirty-five and fifty-nine.

EDUCATION OF THE SUPERINTENDENT

The purpose of this section was to determine how much college

TABLE XI

GRADE AVERAGE ON THE UNDERGRADUATE LEVEL

	Number	Per cent
C-	0	.0
C	72	9.0
B-	254	31.8
B	352	44.0
A-	98	12.3
A	7	.9
No response	17	2.1
TOTAL	800	100.0

undergraduate college work. Nine per cent were C students, and 13.2 per cent were A students. These facts lead one to wonder why more A students do not find their way to the chief school administrator's position. Perhaps very few A students go into any phase of public school education. Several interesting studies could be conducted in this area.

Major on the undergraduate level. This table, XII, attempted to find what pattern of academic preparation was represented by the responding superintendents. By far the biggest group, 27 per cent, reported a major in the social sciences. Health and physical education was second with 11.6 per cent. Business and agriculture were close behind. Only 14.3 reported education only, indicating no academic major outside of professional education. Unfortunately, science was omitted from the group and many of the other category included one of the sciences.

Minors on the undergraduate level. Minors, according to Table XIII, on the undergraduate level showed a somewhat similar pattern to the majors. The social sciences were first with 22.6 per cent, followed by science, 16 per cent, English, 15.7 per cent, mathematics and health and physical education with 8.8 and 8.7 per cents. Education only as a minor represented 11.2 per cent of the respondents.

Major on the graduate level. As one would have supposed, most superintendents majored in educational administration at the graduate level. Table XIV shows 75.4 per cent to have majored in this field, and an additional 12.7 per cent reported majors in related subjects of professional education. The other 11.9 per cent were distributed over the various academic subjects. It is assumed that most of the superintendents

TABLE XII

MAJOR ON UNDERGRADUATE LEVEL

	Number	Per cent
Education only	114	14.3
English	30	3.8
Social Sciences	216	27.0
Mathematics	68	8.5
Heath and Physical Education	93	11.6
Foreign Language	3	.4
Agriculture	68	8.5
Speech	5	.6
Industrial Arts	27	3.4
Bible, Religion, or Philosophy	2	.3
Psychology	2	.3
Business	74	9.3
Other	93	11.6
No response	5	.6
TOTAL	800	100.0

TABLE XIII

MINORS ON UNDERGRADUATE LEVEL

	Number	Per cent
Education only	126	11.2
English	176	15.7
Social Sciences	254	22.6
Science	180	16.0
Mathematics	99	8.8
Health and Physical Education	98	8.7
Foreign Language	33	2.9
Agriculture	20	1.8
Speech	15	1.3
Fine Arts	3	.3
Industrial Arts	10	.9
Bible, Religion, or Philosophy	7	.6
Psychology	7	.6
Business	26	2.3
Other	69	6.1
TOTAL	1123	100.0

TABLE XIV

MAJOR ON THE GRADUATE LEVEL

	Number	Per cent
Educational Administration	603	75.4
Secondary Education	34	4.3
Elementary Administration	14	1.8
Education	48	6.0
Counseling, Guidance	5	.6
English	3	.4
Mathematics	4	.5
Science	3	.4
Health and Physical Education	12	1.5
Foreign Language	1	.1
Agriculture	17	2.1
Speech	0	.0
Fine Arts	0	.0
Industrial Arts	4	.5
Bible, Religion, or Philosophy	0	.0
Business	8	1.0
Other	36	4.5
No response	8	1.0
TOTAL	800	100.0

had academic graduate minors outside the field of professional education.

OPINIONS OF NEW CERTIFICATION, EXPERIENCE FACTORS, SALARY, AND PROFESSIONAL INFORMATION

This section attempts to explain certain aspects of the superintendency relating to experience, route to the superintendency, salaries earned and opinions of earned salaries, and selected professional organizations.

Opinions of the 1964 state board of education's revision of standards for school administrators. In 1964, after several years study, the State Board of Education raised the requirements for all school administrators to sixty semester hours of graduate work. This decision resulted in adding approximately one academic year to the requirement for a superintendent's certificate, making the certificate a post master's requirement. This question was inserted to poll the superintendents to see how they felt about this change some three years after it was made. Table XV shows 66.9 per cent of the superintendents favored the increase in certification requirements while 14.2 per cent did not approve of the change. No attempt was made to find why the respondents favored or did nor favor the revision.

Number of classes taught. Table XVI demonstrates the extent to which superintendents regularly teach classes. Many years ago the teaching superintendent was the norm. Almost three-fourths, 71.9 per cent, did not have teaching duties. Of the 28 per cent teaching one or more classes almost all were probably in very small school districts.

TABLE XV

OPINION OF THE 1964 STATE BOARD OF EDUCATION'S REVISION OF STANDARDS FOR SCHOOL ADMINISTRATORS

	Number	Per cent
Very favorable	134	16.8
Favorable	401	50.1
No opinion	133	16.6
Unfavorable	101	12.6
Very unfavorable	13	1.6
No response	18	2.3
TOTAL	800	100.0

TABLE XVI.

NUMBER OF CLASSES TAUGHT

	Number	Per cent
None	575	71.9
One	86	10.8
Two	70	8.8
Three or more	67	8.4
No response	2	.3
TOTAL	800	100.0

Number of years teaching and/or administration. This question was designed to measure the total experience in the teaching profession. Table XVII shows the median number of years to be approximately 20.5 years. Only one per cent had been in the profession less than six years, and 46.3 per cent had been in the profession twenty-two or more years.

Position held immediately before first becoming a superintendent. Almost two-thirds of the superintendents moved into their first superintendency from the secondary school principalship. Only 12.5 per cent came directly from the elementary school principal's position, according to Table XVIII. The next highest group, 6.1 per cent, had been central office administrators such as business manager, assistant superintendent, etc.

Basic teaching experience before going into administration. The superintendent was most likely a secondary school teacher before going into school administration with 45 per cent, according to Table XIX, serving in that capacity. Twenty-eight per cent of the superintendents reported their basic experience as athletic coach. Only 8.5 per cent reported their primary teaching experience to be in elementary school teaching.

Years spent in teaching before first becoming an administrator. The median time spent in teaching before the superintendent became an administrator was approximately four years. According to Table XX, 37.6 per cent of the superintendents taught from one to three years before going into administration. Only 14.9 per cent of the superintendents had

spent more than nine years in teaching before becoming an administrator. This table indicates that most administrators spent a comparatively short number of years in teaching before becoming principals and superintendents. These data do not show the number of teaching administrators.

Annual salary. The approximate median annual salary of the superintendents was $12,000. Since almost all superintendents work twelve months, this is a salary of one thousand dollars per month. Only 14.2 per cent of the superintendents reported an annual salary in excess of $15,000, according to Table XXI.

Table XXII related the salary of the superintendent to the size of the school. If this table is interpreted as a scattergram, a perfect correlation would be shown by a diagonal line from the upper left hand corner to the lower right hand corner. A study of the table indicates there is a high positive correlation as one would expect. An estimate of this correlation would indicate a coefficient of correlation to be .80. With several exceptions, the superintendent would have to move to the larger school district to achieve good salaries.

Using the same type of interpretation on Table XXIII, there appears to be little correlation between the superintendent's degree status and salary earned. There was a hypothesis that the superintendent with the higher degrees would tend to receive more pay. The data, however, indicate only a slight correlation beyond the bachelor's degree level.

Annual expense account. The author assumed all superintendents would receive some expense allowance. Table XXIV revealed that 9.9 per cent of the superintendents did not. Apparently, these administrators

TABLE XVII

NUMBER OF YEARS IN TEACHING AND/OR ADMINISTRATION

	Number	Per cent
One	0	.0
2-5	8	1.0
6-9	47	5.9
10-13	67	8.4
14-17	151	18.9
18-21	152	19.0
22 or more	370	46.3
No response	5	.6
TOTAL	800	100.0

TABLE XVIII

POSITION HELD IMMEDIATELY BEFORE FIRST BECOMING SUPERINTENDENT

	Number	Per cent
Secondary School Principal	511	63.9
Elementary School Principal	100	12.5
Counselor	11	1.4
Supervisor	9	1.1
Elementary School Teacher	17	2.1
Central Office Adminstrator	49	6.1
Other	58	7.3
No response	45	5.6
TOTAL	800	100.0

TABLE XIX

BASIC TEACHING EXPERIENCE BEFORE GOING INTO ADMINISTRATION

	Number	Per cent
Coach	225	28.1
High School Teacher	360	45.0
Junior High Teacher	62	7.8
Counselor	5	.6
Elementary School Teacher	68	8.5
Other	60	7.5
No response	20	2.5
TOTAL	800	100.0

TABLE XX

YEARS SPENT IN TEACHING BEFORE FIRST BECOMING AN ADMINISTRATOR

	Number	Per cent
0	96	12.0
1-3	301	37.6
4-6	173	21.6
7-9	111	13.9
10-12	58	7.3
13 or more	53	6.6
No response	8	1.0
TOTAL	800	100.0

must pay their expenses from their salaries. The biggest group, 38.5 per cent, were reimbursed for actual expenditures. Thirty-seven per cent received an expense allowance in excess of $500 per year.

Annual salary the superintendent thinks he should receive. Comparing Tables XXI and XXV gives an idea as to what superintendents think their positions should be paid to be commensurate with the training, demands, and responsibilities. The median salary earned was approximately $12,000, and the superintendents expected median annual salary was approximately $14,000. About one-fourth of the group believed they should be paid more than $17,000.

Car furnished the superintendent. Almost two-thirds, 61.5 per cent, of the superintendents do not have cars furnished. Table XXVI indicates 37.9 per cent of the superintendents are furnished with automobiles.

Memberships in Professional Educational Organizations. Almost all superintendents belong to Texas State Teachers Association. According to Table XXVII seven-eighth of the superintendents belong to the Texas Association of School Administrators. More than half belong to the National Association of School Administrators and to the National Education Association. About one-eighth of the group hold membership in Phi Delta Kappa, a national honorary fraternity for men in education.

Reasons for not joining Texas Association of School Administrators. The Executive Committee of TASA was interested in determining why the superintendents who were not members had not joined. Table XXVIII showed that the most common reason was procrastination, represented by fifty per cent who had not become members. The next highest group not joining,

TABLE XXI

ANNUAL SALARY

	Number	Per cent
Under $9,000	54	6.8
$9,000-11,000	263	32.9
11,001-13,000	246	30.8
13,001-15,000	124	15.5
15,001-17,000	56	7.0
17,001-19,000	26	3.3
19,001-21,000	14	1.8
21,001-23,000	5	.6
23,001 or over	5	.6
No response	7	.9
TOTAL	800	100.0

TABLE XXII

RELATING SCHOOL SIZE TO SALARY

SIZE OF SCHOOL	A %	B %	C %	D %	E %	F %	G %	H %	I %	TOTAL	%
99 or less	51.5	36.4	12.1	.0	.0	.0	.0	.0	.0	33	100.0
100-299	15.3	61.7	19.7	2.7	.5	.0	.0	.0	.0	183	100.0
300-499	5.4	56.6	34.9	2.3	.8	.0	.0	.0	.0	129	100.0
500-999	.6	31.9	53.0	14.5	.0	.0	.0	.0	.0	166	100.0
1000-1999	.7	8.1	41.9	39.0	8.1	1.5	.7	.0	.0	136	100.0
2000-4999	.0	1.1	14.7	38.9	34.7	8.4	2.1	.0	.0	95	100.0
5000-9999	.0	.0	8.3	8.3	25.0	37.5	12.5	8.3	.0	24	100.0
10,000-19,999	.0	.0	.0	.0	19.0	33.3	33.3	4.8	9.5	21	100.0
20,000 and over	.0	.0	.0	.0	.0	.0	16.7	33.3	50.0	6	100.0

Persons responding 793.
Persons not responding 7.

Salary Codes
A. Under $9,000
B. $9,000-11,000
C. 11,001-13,000
D. 13,001-15,000
E. 15,001-17,000
F. 17,001-19,000
G. 19,001-21,000
H. 21,001-23,000
I. 23,001-and over

TABLE XXIII

RELATING DEGREE STATUS TO SALARY

DEGREE STATUS	A %	B %	C %	D %	E %	F %	G %	H %	I %	TOTAL	%
Earned Doctorate	.0	.0	4.0	12.0	32.0	28.0	4.0	8.0	12.0	25	100.0
Masters & 60 Plus	3.4	22.4	25.9	19.0	12.1	8.6	3.4	3.4	1.7	58	100.0
Masters & 30-59 Hr	3.0	30.5	31.5	22.2	7.4	2.5	2.0	.5	.5	203	100.0
Masters & 15-29 Hr	7.1	34.0	36.5	12.8	5.7	2.5	1.4	.0	.0	282	100.0
Masters & 1-14 Hr	8.6	40.1	31.6	12.5	5.3	1.3	.7	.0	.0	152	100.0
Masters Degree Only	11.7	46.7	23.3	15.0	1.7	.0	1.7	.0	.0	60	100.0
Bachelors Degree Only	54.5	27.3	9.1	.0	9.1	.0	.0	.0	.0	11	100.0

Persons responding 791.
Persons not responding 9.

Salary Codes
A. Under $9,000
B. $9,000-11,000
C. 11,001-13,000
D. 13,001-15,000
E. 15,001-17,000
F. 17,001-19,000
G. 19,001-21,000
H. 21,001-23,000
I. 23,001 and over

TABLE XXIV

ANNUAL EXPENSE ACCOUNT

	Number	Per cent
None	79	9.9
Reimbursed for actual expenditures	308	38.5
Under $300	30	3.8
$300-500	78	9.8
$501-700	81	10.1
$701-900	57	7.1
$901 or more	159	19.9
No response	8	1.0
TOTAL	800	100.0

TABLE XXV

ANNUAL SALARY SUPERINTENDENT THINKS HE SHOULD RECEIVE

	Number	Per cent
Under $9,000	5	.6
$9,000-11,000	42	5.3
11,001-13,000	140	17.5
13,001-15,000	243	30.4
15,001-17,000	185	23.1
17,001-19,000	42	5.3
19,001-21,000	73	9.1
21,001-23,000	22	2.8
23,001-25,000	18	2.3
25,001-27,000	7	.9
27,001-29,000	3	.4
$29,000 or more	8	1.0
No response	12	1.5
TOTAL	800	100.0

represented by one-fourth, said the $15 annual dues were too high.

NONGRADED ORGANIZATION; FEDERAL PROGRAM PARTICIPATION

Elementary schools considering nongraded, or continuous progress, organization. Since the nongraded school seems to be one of the most discussed ideas in education, there was a desire to see what the Texas superintendents were doing in this area. Table XXIX indicated 31.8 of the school systems were considering this plan and 2.9 per cent already have it in operation. Apparently, two-thirds were not even considering reorganizing.

Secondary schools considering the nongraded organization. As was expected, the secondary schools were behind the elementary schools in moving toward the nongraded structure. According to Table XXX only seventy-two districts, or 9.0 per cent, were thinking of this plan. Only six districts, .8 per cent, had the nongraded secondary school.

Federal Programs. The federal lunch program was a part of almost all reporting schools. Elementary and Secondary Education Act, Title I, was next in order with 729 schools, ESEA, Title II, vocational programs, National Defense Education Act, National Youth Corps, and Headstart followed in that order, according to Table XXXII. These data indicate a widespread participation in several federally financed school programs.

LIKES AND DISLIKES IN THE POSITION; HOW TIME IS SPENT

Aspect of the superintendency liked most. The aspect most liked was "being of service to education of children" with 47.8 rating this

number one, according to Table XXXII. The second category was "the variety of experience and challenge" with 34.9 per cent rating this number one. Number three was "the salary" with 14.8 per cent. "the prestige" drew only .4 per cent firsts.

Aspect of the superintendency liked least. The least liked responsibility in the superintendency was "filling out endless reports", with 45.5 per cent declaring this to be number one. Apparently the onerous responsibilities of filling out reports for local, state, and federal programs is very high on the dislikes. "The long hours necessary to do the job" was next in line, followed in order by "working with irate parents".

Extent to which board permits the superintendent to administer the school. Almost all superintendents expressed the belief that the board of education gave freedom to administer the schools. Table XXXIV showed that only 3.7 per cent of the boards restricted the superintendents in this respect.

How superintendents spend their time. This question attempted to get superintendents to analyze their activities and report in percentages, how their time was spent. The author recognized this to be a difficult task and that the information in Table XXXVII was of necessity based on estimates. The superintendents average spending 15.4 per cent of their time in instructional matters. The next highest was 13.7 per cent of the time in clerical work. It should be noted here that 20.4 per cent of the superintendents believed they had inadequate clerical help and 14. per cent had no clerical help. Table XXX gives the opinions regarding

TABLE XXVI

CAR IS OR IS NOT FURNISHED FOR SUPERINTENDENT

	Number	Per cent
Yes	303	37.9
No	492	61.5
No response	5	.6
TOTAL	800	100.0

TABLE XXVII

MEMBERSHIP IN PROFESSIONAL EDUCATIONAL ORGANIZATIONS

	Number
Texas State Teacher's Association	787
National Education Association	433
Texas Association of School Administrators	690
Phi Delta Kappa	118
American Association of School Administrators	404
Other	138

adequacy of secretarial service.

Hours superintendents spend in average work week. The average superintendent spends fifty-four hours in his work week according to Table XXXVI. Only one per cent reported a work week of forty hours or less. Three-fourths of the group worked between forty-six and sixty hours per week. Almost twenty per cent worked more than sixty hours weekly.

Vacation days taken by superintendents. Table XXXVII shows the average number of vacation days taken each year was 10.1. Two hundred fourteen reported five or less days for vacation. Only one hundred twelve took more than fourteen vacation days annually.

SUPERINTENDENTS ATTITUDES TOWARD VARIOUS ASPECTS OF TEACHING

These thirty-eight items were designed to compare superintendents' attitudes toward teaching, discipline, child behavior, and teachers. In the original design of the study there were provisions to analyze this information on the computer; however, this computation was found to be a much bigger job than was anticipated. The author, with the help of two psychologists, still plans to do additional work here, but it will not be in time to be included in this report.

The distribution of responses will merely be given in Table XXXIX. Superintendents and other readers will be able to determine how the eight hundred superintendents responded to these items.

TABLE XXVIII

REASON FOR NOT JOINING TEXAS ASSOCIATION
OF SCHOOL ADMINISTRATORS

	Number	Per cent
$15 dues are too high	28	3.5
Not interested	5	.6
No not understand organization and its services	4	.5
Do not think the organization is of value	1	.1
Intended to join and have just postponed it	51	6.4
Other	13	1.6
No response (Indicating most had joined)	698	87.3
TOTAL	800	100.0

TABLE XXIX

ELEMENTARY SCHOOLS CONSIDERING NONGRADED OR CONTINUOUS PROGRESS ORGANIZATION

	Number	Per cent
Yes	254	31.8
No	515	64.4
Already have this organization	23	2.9
No response	8	1.0
TOTAL	800	100.0

TABLE XXX

SECONDARY SCHOOLS CONSIDERING NONGRADED ORGANIZATION

	Number	Per cent
Yes	72	9.0
No	701	87.6
Already have this organization	6	.8
No response	21	2.6
TOTAL	800	100.0

TABLE XXXI

FEDERAL PROGRAMS IN WHICH DISTRICT PARTICIPATES

	Number
Vocational Programs	664
Lunch Program	752
NDEA	642
ESEA Title I	729
ESEA Title II	693
Headstart	251
NYC	465
Others	131

TABLE XXXII

ASPECT OF SUPERINTENDENCY LIKED MOST

	Number	Per cent
The Salary	118	14.8
The Prestige	3	.4
Being of service to education of children	382	47.8
The variety of experience and challenge	279	34.9
Other	6	.8
No response	12	1.5
TOTAL	800	100.0

TABLE XXXIII

ASPECT OF SUPERINTENDENCY LIKED LEAST

	Number	Per cent
Working long hours	121	15.1
Lack of community support	49	6.1
Working with personnel problems	61	7.6
Working with the board	22	2.8
Filling out endless reports	364	45.5
Problems with athletics	23	2.9
Working with irate parents	75	9.4
Other	62	7.8
No response	23	2.9
TOTAL	800	100.0

TABLE XXXIV

EXTENT TO WHICH BOARD PERMITS SUPERINTENDENT ADMINISTRATION

	Number	Per cent
None or very little	2	.3
Some with considerable restrictions	27	3.4
Most of the time	333	41.6
Completely	434	54.3
No response	4	.5
TOTAL	800	100.0

TABLE XXXV

ADEQUACY OF SECRETARIAL SERVICE PROVIDED

	Number	Per cent
Adequate	516	64.5
Inadequate	163	20.4
Nonexistent or nearly so	113	14.1
No response	8	1.0
TOTAL	800	100.0

TABLE XXXVI

HOURS SUPERINTENDENTS SPEND IN AVERAGE WORK WEEK

	Number	Per cent
40 or less	8	1.0
41-45	48	6.0
46-50	185	23.1
51-55	197	24.6
56-60	206	25.8
61-65	73	9.1
66-70	47	5.9
7i or more	25	3.1
No response	11	1.4
TOTAL	800	100.0

TABLE XXXVII

HOW THE SUPERINTENDENTS SPEND THEIR TIME

	Average per cent of time spent
Clerical work	13.7
School board relations	8.6
School plant	9.5
Personnel	12.5
Instruction	15.4
Parents	5.3
Filling out reports for Texas Education Agency	8.1
Filling out reports for Federal Programs	7.8
Working with Athletic Programs	4.9
Problems with transportation	4.2
Purchasing	7.4
Professional reading and study	5.4
Other	9.2

Persons responding 774
Persons not responding 26

TABLE XXXVIII

VACATION DAYS TAKEN BY SUPERINTENDENTS

Days vacation taken per yr.	Number of Supts.
1	6
2	4
3	30
4	12
5	102
6	14
7	54
8	10
9	1
10	202
12	9
14	114
15	61
18	3
20	27
21	10
25	2
30	9

731 Superintendents responded
69 Superintendents gave no response

TABLE XXXIX

SUPERINTENDENTS ATTITUDES TOWARD VARIOUS ASPECTS OF TEACHING

	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
The first lesson a child needs is to obey the teacher without hesitation.	22.7	44.6	6.1	21.3	5.4
Pupils have it too easy in the modern school.	5.3	22.0	8.8	55.5	8.4
Teachers usually complain that their interest are not adequately presented to the board of education.	6.	13.5	8.4	68.3	9.2
The child who misbehaves should be made to feel guilty and ashamed of himself.	3.6	21.	6.5	40.1	28.8
Too many children nowadays are allowed to have their own way.	22.6	56.3	5.8	13.6	1.7
The teacher is responsible when children lack common courtesy towards adults.	1.8	14.9	7.8	67.5	8.1
Teachers are rarely satisfied with the basis for establishing equality to teaching loads.	.9	26.1	11.8	59.8	1.4
The teacher's word should be law in the classroom.	9.4	53.0	9.7	26.8	1.0
There is too much leniency today in the handling of children.	8.0	54.1	10.6	26.8	.6
Throwing of chalk and erasers indicates that the teacher has no control of the class.	21.7	58.5	5.5	14.4	0
Administrative personnel go out of their way to express an appreciation of the work of the teachers.	4.1	44.3	14.8	39.3	.5

	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
The child must learn that the teacher knows best.	4.2	59.2	15.0	20.9	.8
Discipline in the modern school is not as strict as it should be.	8.5	47.0	10.4	33.4	.6
It is up to the teacher to insist that classroom rules and regulations be obeyed to the letter.	6.4	56.0	10.7	26.5	.4
Discipline problems are usually the fault of the teacher.	4.3	50.3	10.9	32.5	2.0
Too many poor teachers are retained in the schools.	9.6	58.9	11.2	19.8	.5
Teachers should exercise more authority over their pupils than they do.	4.2	46.5	17.8	31.2	.3
Pupils must learn to respect teachers if for no other reason than that they are teachers.	5.0	39.6	8.7	44.7	2.0
Teachers consider faculty meetings a waste of time.	2.0	21.6	11.9	63.0	1.5
A child who frequently interrupts the teacher shows a lack of respect.	2.9	33.8	13.7	48.5	1.0
Many teachers are not severe enough in their dealing with pupils.	2.3	46.8	16.9	33.5	.5
The teacher is usually at fault when a pupil fails.	.4	9.5	11.0	69.9	9.2
No child should rebel against the authority of the teacher.	3.3	45.4	16.3	33.5	1.4
Children nowadays are allowed too much freedom in school.	3.0	31.0	14.0	50.3	1.7
The average teacher avoids serving on school committees involving teacher responsibilities.	1.1	27.8	8.6	60.2	2.3

	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
Unquestioning obedience to the teacher is desirable.	1.8	30.7	18.1	46.8	2.6
Teachers should consider problems of conduct more seriously than they do.	4.3	59.3	9.6	26.6	.3
Most pupil misbehavior is due to lack of respect for the teach		36.4	10.3	49.1	1.5
The teacher should keep every child under control for his own good.	3.4	59.9	12.9	23.2	.6
Pressure groups have relatively little influence on the decisions of Board members.	2.1	24.5	7.6	55.6	10.3
It is more important to teach a child to think than to obey.	12.3	46.9	15.4	25.6	.8
Most pupils have too easy a time of it and do not learn to do real work.	3.1	39.6	9.5	46.3	1.4
Parents express their appreciation of the work of teachers.	.8	43.6	10.	41.7	3.9
Teachers must tell children exactly what to do and how to do it.	1.3	17.7	8.7	66.1	6.2
Children today are given too much freedom.	4.3	49.3	11.6	33.9	.9
Too many teachers are discouraged and cynical about teaching.	2.6	38.4	13.8	43.3	1.8
Children should never challenge the authority of the teacher.	3.6	37.5	14.2	43.5	1.2
The teacher must not lose patience with a pupil.	16.3	65.3	4.4	13.8	.3

CHAPTER III

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

I. SUMMARY

The questionnaire, containing eighty-eight items, was designed by the author with the aid of several people. The Executive Committee of the Texas Association of School Administrators approved the study and pledged some financial support for mailing and printing.

The questionnaires were mailed to all 1030 Texas public school superintendents during the spring term, 1967. The entire study is based on the 800 questionnaires returned in time to be included.

Some of the findings were:

1. The median school district contained 655 students.
2. Most of the districts were classified as rural.
3. The average superintendent has been a superintendent for nine years, and he had been in his present assignment four and one half years.
4. Over ninety-nine per cent of the superintendents were male.
5. The median age was forty-seven.
6. The superintendent, on the average, had completed two years of graduate work beyond the bachelor's level.
7. Almost all superintendents had the master's degree but only three per cent possessed an earned doctorate.
8. If he had a doctorate, it was most likely from the University of Houston or University of Texas.
9. The superintendent most likely was a B student in his undergraduate college days.
10. His major on the bachelor's level was probably in the social sciences.

11. On the graduate level, the major was almost sure to have been in educational administration.

12. More than one-fourth the group had regular teaching duties.

13. The superintendent, on the average, had been in public education for over twenty years.

14. Before going into administration, the superintendent was probably a secondary school teacher or coach. It was unlikely that he had been an elementary school teacher.

15. The median time spent in teaching before becoming an administrator was only four years.

16. Before becoming a superintendent he was probably a high school principal.

17. The median annual salary for the superintendents was approximately $12,000; he thinks he should receive $14,000.

18. Most superintendents did not have an expense allowance; the board approved and reimbursed expenditures.

19. A little more than one-third of these men were furnished automobiles.

20. A large proportion of the superintendents belonged to TSTA, TASA. More than one half belonged to NEA.

21. Very few schools are considering the nongraded organization for the elementary level; still fewer for the secondary level.

22. Most schools are participating in federal programs to a large extent.

23. The thing the superintendent likes best about his job is the feeling he is being of service to education of children.

24. The aspect least liked is filling out huge numbers of reports.

25. He probably works fifty-four hours each week and takes ten vacation days annually.

II. IMPLICATIONS

Enrollment. In spite of rapid urbanization in the United States, the majority of Texas schools are quite small. Since there are many sparsely settled areas of the state, these small schools will likely continue for the foreseeable future. However, there are still far too many uneconomical school districts that should be consolidated.

Tenure as superintendent. Superintendents seem to believe, with some justification, that their positions offer little security. The data presented indicate considerable turnover in these jobs but the data also show large numbers of superintendents who have been in the positions for many years.

Women as superintendents. There seems little doubt that women are excluded from the superintendencies of medium sized and large school districts. Certainly, there are reasons why the man can work more effectively in that position; however, in an era when there is concern over all types of unfair discrimination, perhaps this situation needs to be reconsidered.

Age of the superintendents. Over half of the superintendents are between forty and fifty-five years old. This would indicate the "golden" years for this position. Since only 2.8 per cent of the superintendents were over sixty-five, it would seem to be a generally recognized maximum age for the position. The instrument did not, however, acquire data on mandatory retirement policies; the state has no law requiring retirement of any public school personnel.

Education of superintendents. Since a small number of superintendents have earned doctorates, there seems to be no trend in requiring this degree. Many superintendents earn that degree but a large proportion then move into college and other positions. The fact that the superintendents, on the average, have six or more years college work indicates a long period of training for the people in that position. The effect of the increased requirements for certification of administrators cannot be discerned from this study.

Colleges granting degrees. When you discount the few doctor's degrees, an analysis of the data reveal that East Texas State University has educated more superintendents than any other institution. People who are not knowledgeable in teacher education would probably expect the University of Texas and Texas A & M University to be the leaders. In fact, these two better known institutions are outranked, in numbers, by several other colleges.

Texas has been justly accused of being provincial in many respects. This situation is substantiated by the fact that very few superintendents went out of the state for degrees. Many of the out of state degrees were probably earned before the recipients came to Texas. Most superintendents earned most of the graduate credit by evening and summer study. This type of part time study would necessarily dictate studying in nearby institutions. There would seem to be some advantages for more administrators to do graduate study out of Texas.

Grade averages. The superintendents were generally B students in college. There were no available data to compare these grades with

other people in public education. It may be significant that a small per cent were A students. Of course, if high standards are maintained, only a small per cent of all students maintain A averages.

Undergraduate majors. As other studies have shown, school administrators have most often been social science majors. By one definition, education is a social science and there would be an expected relationship between social science and teaching. Only 8.5 per cent of the superintendents were agriculture majors. There has been some criticism in the past that the superintendency was a position for "worn out" agriculture teachers. The author believes a teacher from any teaching background has the right to become a superintendent if he meets the qualifications.

Major on the graduate level. It would appear obvious that the future superintendent should major in school administration on the graduate level. There are people, however, who believe he would be better qualified to be a superintendent if the future administrator majored in an academic field outside professional education.

The course study in administration is becoming more eclectic and now generally includes work from economics, sociology, government and other supporting disciplines. Departments of educational administration are working closely with the departments of social science and other supporting academic areas in planning certificate programs in administration.

Opinions of State Board of Education's revision of certification for administrators. It is obvious that most superintendents approved this

change. The increase in training required followed a national trend and the standards set by the American Association of School Administrators. Before the State Board revised the standards the superintendents of the state had ample opportunity to make recommendations. The standards, as finally revised, were changed little from the recommendations made by the administrators.

Classes taught by superintendents. Although many superintendents lament the fact they cannot teach any longer, it is generally thought best that they should not try to teach regualr classes. It is often unfair for the students concerned for the superintendent to teach. His duties are so varied, and usually pressing, that he cannot give proper time and preparation to teaching duties. It may be significant that approximately one-fourth of all superintendents have teaching duties. This group is probably in the very small schools.

Experience. Superintendents usually went into some assignment in administration after a short period, one to four years, of teaching. It seems that if a teacher is to become an administrator, he will likely do so early in his career, first becoming a secondary school principal then a superintendent. It is significant that only 12.5 per cent of the superintendents moved from the elementary school principalship directly to the superintendency. It is probable that many were elementary principal, secondary principal, and superintendent in that order.

Stoker and Rascoe's Elementary School Principalship in Texas study of 1966 revealed that only 8.5 per cent of the elementary school principals had aspirations for the superintendent's chair.

The author believes, with recognized bias, that most superintendents are too oriented to the secondary school and know little about elementary school education. If this is true, as he believes, the secondary experiences of most superintendents are partial explanations.

"The retired coach becomes a superintendent", is another criticism often heard. The study attempted to find to what extent superintendents had been coaches. There was no attempt to determine the quality of administration of this group. The data revealed that more than one-fourth of all superintendents had been coaches before becoming administrators. This information is quite different from previous studies. It was admittedly difficult to acquire an accurate experiential background of each superintendent from this questionnaire.

Annual salary. The median salary of $12,000 came out lower than anticipated. Of course, it is recognized that half of the salaries are above this mark. It is significant, however, that a small group makes in excess of $15,000. Although these amounts seem to be large salaries to anyone making $5,000, these stipends are quite low when compared to amounts paid executives outside the field of education. The superintendent has little possibility of ever receiving a handsome salary. Then, too, no position in school administration offers many of the fringe benefits.

Relating school size to salary. There was a high correlation between school size and salary as could be expected. Actually, this correlation was higher than expected since there are several small schools in wealthy districts that pay good salaries. It is obvious, as superintendents know, that the best way to improve salaries is to move to larger school districts.

Relating degree status to salary. There was little correlation here. It seems that the better paying positions do not tend to pay for additional degrees. Since many of the doctoral degree holders are relatively young men, this situation may change in the future. Other factors not uncovered by this study no doubt exist in this relationship.

Annual expense account. It seems significant that ten per cent of the superintendents received no reimbursement for work connected expenses. Perhaps these districts had so little financial resources that nothing was available. Rather than giving the superintendent a specific allowance for expenses, many boards reimburse the expenses and give an allowance for which the superintendent is not responsible. Over sixty per cent of the districts do not furnish automobiles for the superintendents.

Professional organizations. Unfortunately, the data in this group did not furnish percentages. The relative membership of superintendents in certain professional organizations can be shown. Superintendents are almost unanimous in belonging to TSTA, about seven-eights belong to TASA and over half belong to NEA. There are probably several reasons why almost half of this group do not belong to NEA and AASA. Perhaps the rapidly escalating costs of membership have taken a toll.

Nongraded schools. The author was quite surprised to find that about two-thirds of the superintendents were not even considering the nongraded plan on the elementary level. Since so much had been said and written about this idea, he had assumed more consideration was under way.

Federal programs. In spite of much criticism of federal aid to education, these data indicate a large degree of participation. Some people have said, "Federal aid to education is here to stay". These data tend to confirm this belief.

Superintendent's likes and dislikes. The superintendent rarely marked "prestige" as an aspect of the position liked most. The author wonders if this is not an important unconscious motivation in becoming a chief school administrator. There is bound to be a great deal of personal and emotional satisfaction in holding the highest school position in a community.

The burden of ever increasing paper work is the major problem. Certainly, school administrators should not be expected to do clerical and secretarial work that could be performed by others. It is a foolish false economy for boards not to provide the administrators with sufficient clerical assistance.

Board allowing superintendents to administer school. In theory boards of education establish policy and professional administrators administer the schools. As often reported in the past, boards administer the schools to some extent. These data show that few superintendents believe this to be a serious problem.

Superintendents' work load. That superintendents work long hours is a surprise to no one. If superintendents are working too long, as many said they are, the board should provide more administrative help. In some cases the superintendent may be overworked because he will not delegate sufficient authority.

The average time spent on instruction, 15.4 per cent, seems low since the instruction of students is the purpose of schools. Only 5.4 per cent of the time spent on professional reading and study does not permit the superintendent to keep up to date on the rapidly changing educational scene.

Superintendents rarely, if ever, have the three months summer vacation many patrons believe they have. In fact, most superintendents do not have three weeks vacation annually. If a school superintendent does not take some vacation time, he should reassess his delegation of responsibilities. No one should feel he is too important to have to be on the job all the time.

III. SUGGESTIONS FOR FURTHER RESEARCH

There are, of course, hundreds of possibilities for future study in this area. The author will merely suggest a few that occur to him.

1. A similar study to this one should be done periodically, perhaps every five years.

2. Much more study of school district organization should be done. Not that the facts will make much difference since district organization is usually historical and emotional.

3. Many additional studies of administrative behavior could be made emphasizing superintendent's behavior.

4. Carefully designed studies of superintendents' backgrounds and the relationship to administrative behavior should be interesting.

5. Reasons for large numbers of superintendents not belonging to NEA and AASA should be studied.

6. Analysis of the acquired data on superintendents' attitudes will

require much time and study. Comparison with teachers' attitudes is anticipated as another research study in itself.

7. The data acquired from the 800 questionnaires are on IBM cards on file in the Department of Educational Administration at West Texas State University. This information could be lent to qualified people seeking to do further research.

APPENDIX

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

316 West Twelfth Street, Austin, Texas 78701 - Area Code 512 GR7-6361

Archie A. Roberts
President
Beeville

R. E. Harris
Executive Director
Austin

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March, 1967

TO THE SUPERINTENDENT ADDRESSED:

The Executive Committee members recognize you are overwhelmed with questionnaires; however, we believe information supplied by this instrument will be valuable to the profession.

A questionnaire is being sent to each superintendent in the State, not just to a random sampling. Results of this study will be available to all.

Please return the completed questionnaire in the enclosed envelope or mail to:

Dr. W. M. Stoker
Department of Educational Administration
West Texas State University
Canyon, Texas 79016

Please return within the next two weeks.

Very truly yours,

Archie Roberts

A. A. Roberts
President

H. M. Landrum
President Elect
Spring Branch

W. C. Andrews
Vice President
Gregory

James T. Ogg
Past President
Brownsville

Executive Committee

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District I
Spring Branch

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District II
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W. C. Andrews
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Grand Prairie

Jack G. Brock
District VI
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Nocona

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District VIII
Union Grove

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District IX
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District X
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C. R. Brace
District XI
Menard

Jerry Jacobs
District XII
Edna

Harold Reynolds
District XIII
Tahoka

THE PUBLIC SCHOOL SUPERINTENDENCY
IN TEXAS

Directions:

Please complete every item of the questionnaire. You will note that most items can be completed by check marks in appropriate places.

Use the college code sheet at the end of the questionnaire for items 9, 10, and 11.

This questionnaire is completely anonymous. There is no identifying number or code used. You are requested not to sign the study or identify it in any way.

GENERAL INFORMATION

1. Enrollment in your entire school: (Please check one) (a)____99 or less (b)____100-299 (c)____300-499 (d)____500-999 (e)____1000-1999 (f)____2000-4999 (g)____5000-9999 (h)____10,000-19,999 (i)____20,000 and over.

2. How would you basically classify your school district? (a)____largely agricultural and rural (b)____about evenly divided between urban and rural (c)____mostly urban (d)____(Other)_____

3. How long have you been a superintendent? (Include this year) (a)____one year (b)____two years (c)____3-5 years (d)____6-8 years (e)____ 9-11 years (f)____12-19 years (g)____20 or more years.

4. How long have you been a superintendent in this district? (a)____one year (b)____two years (c)____3-5 years (d)____6-8 years (e)____9-11 years (f)____12-19 years (g)____20 or more years.

PERSONAL AND PROFESSIONAL

5. Your sex: (a)____Male (b)____Female

6. Check your age group: (a)____24 or below (b)____25-29 (c)____30-34 (d)____35-39 (e)____40-44 (f)____45-49 (g)____50-54 (h)____55-59 (i)____60-64 (j)____65-69 (k)____70 and over.

7. Check the number of complete years of college training. (a)____less than 4 (b)____4 (c)____5 (d)____6 (e)____7 (f)____8 or more.

8. Check the category that best describes your degree status: (a) ____earned doctorate (b)____master's degree plus 60 or more semester hours (c)____master's degree plus 30-59 semester hours (d)____master's degree

plus 15-29 semester hours (e)____master's degree plus 1-14 semester hours (f)____master's degree (g)____bachelor's degree only (h)____no degree.

9. Using the college code sheet provided, put the code number of the college where you received your doctorate _____.

10. Put the college code number where you received your master's degree_____.

11. Put the college code number where you received your bachelor's degree_____.

12. In what year was your last degree granted?(use last two digits: eg. 48, 53, etc.)_____.

13. What was you over-all grade average on the undergraduate level?
(1)____C- (2)____C (3)____B- (4)____B (5)____A- (6)____A

14. In what area did you major on the undergraduate level? (Check only first major)

(a)____Education only
(b)____English
(c)____Social Sciences
(d)____Mathematics
(e)____Health and Physical Education
(f)____Other_____
(g)____Foreign Language
(h)____Agriculture
(i)____Speech
(j)____Industrial Arts
(k)____Bible, Religion, or Philosophy
(l)____Psychology
(m)____Business

15. What were your minor(s) on the undergraduate level?

(a)____Education Only
(b)____English
(c)____Social Sciences
(d)____Science
(e)____Mathematics
(f)____Health and Physical Education
(g)____Other_____
(h)____Foreign Language
(i)____Agriculture
(j)____Speech
(k)____Fine Arts
(l)____Industrial Arts
(m)____Bible, Religion, or Philosophy
(n)____Psychology
(o)____Business

16. On the graduate level, what was your major? (check first major only)

(a)____Educational Administration
(b)____Secondary Education
(c)____Elementary Administration
(d)____Education
(e)____Counseling (Guidance)
(f)____English
(g)____Mathematics
(h)____Science
(i)____Other_____
(j)____Health and Physical Education
(k)____Foreign Language
(l)____Agriculture
(m)____Speech
(n)____Fine Arts
(o)____Industrial Arts
(p)____Bible, Religion, or Philosophy
(q)____Business

17. What is your opinion of the 1964 State Board of Education's revision of standards for school administrators? (a)____very favorable (b)____favorable (c)____no opinion (d)____unfavorable (e)____very unfavorable

18. How many classes do you teach? (a)____none (b)____one (c)____two (d)____three or more

19. How many years have you been in teaching and/or administration: (Include this year) (a)____one (b)____2-5 (c)____6-9 (d)____10-13 (e)____14-17 (f)____18-21 (g)____22 or more.

20. What school position did you have <u>immediately</u> before <u>first</u> becoming a superintendent. (a)____Secondary School Principal (b)____Elementary School Principal (c)____Counselor (d)____Supervisor (e)____Elementary School Teacher (f)____Central Office Administrator (assistant superintendent, business manager, etc.) (g)____Other_____ (h)____Secondary School teacher.

21. Before going into administration what was your <u>basic</u> teaching experience? (The position you held longest as a primary assignment) (a)____Coach (b)____High school teacher (c)____Junior high teacher (d)____Counselor (e)____Elementary school teacher (f)____Other_____

22. How many years were you a teacher before you took your <u>first</u> position in administration? (a)____0 (b)____1-3 (c)____4-6 (d)____7-9 (e)____10-12 (f)____13 or more

23. What is your annual salary? (a)____under $9,000 (b)____$9,000-11,000 (c)____11,001-13,000 (d)____13,001-15,000 (e)____15,001-17,000 (f)____17,001-19,000 (g)____19,001-21,000 (h)____21,001-23,000 (i)____23,001 or over

24. What is your annual expense account? (a)____none (b)____reimbursed for actual expenditures (c)____under $300 (d)____$300-$500 (e)____$501-700 (f)____701-900 (g)____901 or more

25. What annual salary do you think your position should be paid to be commensurate with the training, demands, and responsibilities?
(a)____under $9,000 (b)____$9,000-11,000 (c)____11,001-13,000
(d)____13,001-15,000 (e)____15,001-17,000 (f)____17,001-19,000
(g)____19,001-21,000 (h)____21,001-23,000 (i)____23,001-25,000
(j)____25,001-27,000 (k)____27,001-29,000 (l)____$29,000 or more

26. Does your district furnish a car for the superintendent? (a)____yes (b)____no

27. Check the professional educational organizations in which you hold current membership. (a)____TSTA (b)____NEA (c)____TASA (d)____PDK (e)____AASA (f)____other

28. If you do <u>not</u> belong to the TASA (Texas Association of School Administrators), why have you not joined? (a)____$15 dues are too high (b)____I am not interested (c)____I do not understand the organization and its services (d)____I do not think the organization is of value (e)____I intended to join and have just postponed it (f)____other_____

29. How many vacation days do you average taking each year?_____

30. Are your elementary schools considering or working toward the nongraded or continuous progress organization? (a)_____Yes (b)_____no (c)_____we already have this organization

31. Are your secondary schools considering or working toward the nongraded organization? (a)_____yes (b)_____no (c)_____we already have this organization

32. Check the federal programs in which your district participates.
(a)_____Vocational programs (b)_____lunch program (c)_____NDEA
(d)_____ESEA Title I (e)_____ESEA Title II (f)_____Headstart
(g)_____NYC (h)_____(List others)_____

33. What do you like <u>most</u> about the superintendency? (a)_____the salary
(b)_____the prestige (c)_____being of service to education of children
(d)_____the variety of experiences and challenge (e)_____(list other)
_____

34. What do you like <u>least</u> about the superintendency? (a)_____working long hours (b)_____lack of community support (c)_____working with personnel problems (d)_____working with the Board (e)_____filling out "endless" reports (f)_____problems with athletics (g)_____working with irate parents (h)_____other(list)_____

35. To what extent does your Board permit you to administer the school?
(a)_____none or very little (b)_____some with considerable restrictions
(c)_____most of the time (d)_____completely

36. How would you classify the secretarial service provided you? (a)_____ adequate (b)_____inadequate (c)_____nonexistent or nearly so.

37. How many hours do you average in your work each week? (a)_____40 or less
(b)_____41-45 (c)_____46-50 (d)_____51-55 (e)_____56-60
(f)_____61-65 (g)_____66-70 (h)_____71 or more

How Do You Spend Your Time?

Note: It is recognized that this section will be difficult to answer, but try to estimate over a year's time what percent of your working day you spend in each category.

38. <u>Clerical work</u>. Detail work that could be handled by secretaries, clerks, bookkeepers, etc. %_____

39. <u>School Board relations.</u> Meetings, preparing the agenda, telephone and conferences. %_____

40. <u>School Plant</u>. Maintenance, planning, working with architects, etc. %_____

41. <u>Personnel</u>. Conferences, interviewing, etc. %_____

42. Instruction. Supervision, visitation to classes, inservice meetings, workshops, staff meeting on instructional problems, etc. %_____

43. Parents. Telephone, conferences, P.T.A., etc. %_____

44. Filling out reports for Texas Education Agency. %_____

45. Filling out reports for federal programs. %_____

46. Working with athletic programs. %_____

47. Problems with transportation. %_____

48. Purchasing and related problems. %_____

49. Professional reading and study. %_____

50. (Other)_____ %_____

Check your answer in one of the five columns at the right of each statement.

Think of the ideal teacher for your school system. Respond to the following statements as you think this ideal teacher would.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
51. The first lesson a child needs is to obey the teacher without hesitation.					
52. Pupils have it too easy in the modern school.					
53. Teachers usually complain that their interests are not adequately presented to the board of education.					
54. The child who misbehaves should be made to feel guilty and ashamed of himself.					
55. Too many children nowadays are allowed to have their own way.					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
56. The teacher is responsible when children lack common courtesy towards adults.					
57. Teachers are rarely satisfied with the basis for establishing equality to teaching loads.					
58. The teacher's word should be law in the classroom.					
59. There is too much leniency today in the handling of children.					
60. Throwing of chalk and erasers indicates that the teacher has no control of the class.					
61. Administrative personnel go out of their way to express an appreciation of the work of the teachers.					
62. The child must learn that the teacher knows best.					
63. Discipline in the modern school is not as strict as it should be.					
64. It is up to the teacher to insist that classroom rules and regulations be obeyed to the letter.					
65. Discipline problems are usually the fault of the teacher.					
66. Too many poor teachers are retained in the schools.					
67. Teachers should exercise more authority over their pupils than they do.					
68. Pupils must learn to respect teachers if for no other reason than that they are teachers.					
69. Teachers consider faculty meetings a waste of time.					
70. A child who frequently interrupts the teacher shows a lack of respect.					
71. Many teachers are not severe enough in their dealing with pupils					
72. The teacher is usually at fault when a pupil fails.					
73. No child should rebel against the authority of the teacher.					
74. Children nowadays are allowed too much freedom in school.					
75. The average teacher avoids serving on school committees involving teacher responsibilities.					
76. Unquestioning obedience to the teacher is desirable.					

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
77. Teachers should consider problems of conduct more seriously than they do.					
78. Most pupil misbehavior is due to lack of respect for the teacher.					
79. The teacher should keep every child under control for his own good.					
80. Pressure groups have relatively little influence on the decisions of Board members.					
81. It is more important to teach a child to think than to obey.					
82. Most pupils have too easy a time of it and do not learn to do real work.					
83. Parents express their appreciation of the work of teachers.					
84. Teachers must tell children exactly what to do and how to do it.					
85. Children today are given too much freedom.					
86. Too many teachers are discouraged and cynical about teaching.					
87. Children should never challenge the authority of the teacher.					
88. The teacher must not lose patience with a pupil.					

Please make any additional comments concerning the superintendency.

CODE SHEET FOR COLLEGES AND UNIVERSITIES
(Please use this for answering questions 9, 10, and 11)

Code No.	College or University
1	Abilene Christian College
2	Arlington State College
3	Austin College
4	Baylor University
5	Bishop College
6	Butler College
7	East Texas Baptist College
8	East Texas State University
9	Hardin-Simmons University
10	Howard Payne College
11	Huston-Tillotson College
12	Incarnate Word College
13	Jarvis Christian College
14	Lamar State College of Technology
15	Mary Hardin-Baylor College
16	McMurry College
17	Midwestern University
18	North Texas State University
19	Our Lady of the Lake College
20	Pan American College
21	Paul Quinn College
22	Prairie View A & M College
23	Sacred Heart Dominican College
24	Saint Mary's University
25	Saint Edwards University
26	Sam Houston State College
27	Southern Methodist University
28	Southwest Texas State College
29	Southwestern Baptist Theological Seminary
30	Southwestern University
31	Stephen F. Austin State College
32	Sul Ross State College
33	Tarleton State College
34	Texas A & M University
35	Texas Christian University
36	Texas College
37	Texas College of Arts and Industries
38	Texas Lutheran College
39	Texas Southern University
40	Texas Technological College
41	Texas Wesleyan College
42	Texas Western College
43	Texas Woman's University
44	Trinity University
45	University of Corpus Christi
46	University of Dallas
47	University of Houston
48	University of St. Thomas
49	University of Texas
50	Wayland College
51	West Texas State University
52	Wiley College
53	William Marsh Rice University
54	Other Texas College of University not listed

Out of State Colleges and Universities

55	Arkansas College Or University
56	Colorado College or University
57	Kansas College or University
58	Louisiana College or University
59	New Mexico College or University
60	Oklahoma College or University
61	Other out-of -state College or University